CSWG Process Review: Provide Military Training: The Systems Approach to Training (SAT) Process

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Systems Approach to Training (SAT) Process Overview

SAT is a five-phased process utilized extensively by the Marine Corps and the other Services for analyzing, designing, developing, implementing, and evaluating a training program to ensure a unit, and the Marines assigned to that unit, acquire the knowledge, competencies, and skills essential for the successful conduct of the unit’s or the Marine’s combat missions.

Systems Approach to Training (SAT) Process Overview (cont)

- SAT is utilized by the Marine Corps in three ways:

  - Training Development System (TDS): Service-level application of the SAT process in order to define the training requirements for each Occupational Field, MOS, skill area, or capability (particularly at the entry level). Key outputs: needs assessment (FEA), Core Competencies and Skills, POA&M, certain resources identified, training standards (T&R), instructional setting, publication of approved standards.
  - Marine Corps Formal Schools (FS): Based upon approved standards developed through TDS, the FS uses the SAT process to develop, deliver, and assess course curriculum. Key end products: learning analysis, Course Descriptive Data (CDD), Program of Instruction (POI), FS course or Distance Learning (DL) Product.
  - Operating Forces (OpFor): Based upon the approved standards, unit commanders at all levels use the SAT process to plan, conduct, evaluate, and manage unit training (UTM). Key end products: unit METL, training plans, operational risk assessment (ORA), conduct of training, training evaluation.

Process Review Assessment Chart
Systems Approach to Training (SAT)

Process Breakdown Table	Core Assessment Table				Risk Assessment Table		
	Core	Core Critical Enabler	Non-Core Must be Gov't	Non-Core Avail. In Market	Direct Effect on Operational Forces	Criticality	Military Performance Rqmt
Training Development System		X			H	H	M
Formal School		X			H	H	M
Unit Training Management	X				H	H	H

Core Assessment Table: SAT Process

Justifying Core Competencies

Subprocess	Justification
Unit Training Management (UTM)	**Contributes to the warfighting culture and assists the Commander in dynamic decision making for the conduct of the wartime mission.**

Back-Up Chart 1

Core Assessment Table: SAT Process

Justifying Core Critical Enablers

Subprocess	Justification
Training Development System (TDS)	**-Determine Training Requirements.** **-Design Training Solutions.** **-Relieve commander of Introductory Training and portions of other training burdens.** **-Service-Level Oversight, Management, Counsel, Representation, Decision Making.**
Formal Schools	**-Deliver Introductory Training.** **- Oversight, Management, Counsel, Representation, and Decision Making (Personnel acquisition and training)**

Risk Assessment Table:
Direct Effect on Operating Forces

Subprocess	Justification for “M” or “H” Risk
Training Development System	**Inadequate definition of skill requirements and the development of incorrect training standards could result in an increase in time-to-train or inadequately trained Marines. An increased time-to-train leads to inadequate staffing and less time that Marines spend in the operating forces vice school. Inadequately trained Marines could result in diminished overall unit combat readiness, an inability to carry out wartime missions, and an increased burden on the unit to deliver entry-level training.**
Formal Schools	**SAT in the FS environment ensures Marines are trained to a published standard that meets the essential needs and expectations of operating force commanders, and that students are moved through the training pipeline at a rate that supports staffing requirements.**
Unit Training Management	**The SAT process in UTM is directly related to the readiness of a Commander’s unit. It aids the Commander in analyzing the unit’s T/O mission statement, operational and contingency plans, and doctrine to develop the mission essential tasks (MET) of the unit, designing a training plan to meet those METs, conducting training, and evaluating the effectiveness of the training. This allows the Commander to identify his unit’s strengths and weaknesses and it assists in the planning of future training in preparation for the conduct of the unit’s wartime mission.**

Back-Up Chart 4

Risk Assessment Table:
Criticality Assessment

Subprocess	Justification for “M” or “H” Risk
Training Development System	**The failure of any one of the tasks associated with the SAT process of TDS could lead to an inadequate definition of MOS requirements or the development of incorrect training standards, which could result in an increase in time-to-train or inadequately trained Marines. Both these outcomes would have significant consequences upon the readiness of the Operating Forces and the ability to carry out wartime missions.**
Formal School	**The failure of any one of the tasks associated with the SAT process of the Formal School could lead to a mismatch between the published standards and the curriculum at the Formal School. This would result in inadequately trained Marines being sent to the Operating Forces and would have a significant impact on the readiness of the Operating Forces and the ability to train and execute wartime missions.**
Unit Training Management	**The failure of any one of the tasks associated with the SAT process of UTM could lead to an inadequately defined METL, a poorly designed training plan, poorly conducted training, or an ineffective evaluation of training. This would have a significant impact on the readiness of the unit and its ability to carry out its wartime missions.**

Back-Up Chart 5

Risk Assessment Table:
Military Performance Requirement

Subprocess	Justification for “M” or “H” Risk
Training Development System	**Some tasks of the SAT process of TDS require military skills and knowledge such as defining the training requirements for each Occupational Field, MOS, skill area or capability; identifying the Core competencies and skills; defining the instructional setting; or developing the training standards. Other tasks of the SAT process of TDS do not require military skills and knowledge such as conducting the FEA, or determining the POA&M.**
Formal School	**Some tasks of the SAT process of the Formal School require military skills and knowledge such as conducting the instruction of military skills and knowledge. Other tasks of the SAT process of the Formal School do not require military skills and knowledge such as developing the curriculum or conducting after course data analysis of instructors, lesson/course content, and student scores,.**
Unit Training Management	**All tasks of the SAT process of UTM require military skills and knowledge as they are intended to be conducted by the Commander of a Marine Operational Forces unit as he employs the Individual skills of assigned Marines.**

Back-Up Chart 6